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**IMPROVISATION OF INSTRUCTIONAL MATERIALS AND TEACHERS TEACHING
EFFECTIVENESS IN ENGLISH LANGUAGE IN PUBLIC PRIMARY SCHOOLS IN OBIO/AKPOR
LOCAL GOVERNMENT AREA OF RIVERS STATE**

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ABSTRACT

Instructional materials are salient route to an effective lesson delivery in the classroom. Any teacher who does not make use of instructional materials is seen as incompetent. Be this as it may most times, the materials needed for teaching and learning are not usually available for teachers to use. This therefore calls for sourcing for alternative plans in ensuring that the learning takes place and that the objectives are achieved through the use of instructional materials. This paper therefore examined the relationship between improvisation of instructional materials and teachers teaching effectiveness in English Language in public primary schools in Obio/Akpor Local Government Area of Rivers State. Two purposes, two research questions and two null hypotheses guided the study. The study adopted the correlational research design. This design becomes necessary as the study seeks to examine the relationship between Improvisation of instructional materials and teaching effectiveness in English Language in Public Primary Schools in Obio/Akpor Local Government Area of Rivers State. The study will be carried out Obio/Akpor Local Government Area of Rivers State. Its headquarters is situated at Rumuodumaya. 724 teachers comprising of 52 males and 672 females with 28,469 primary school pupils comprising of 15,170 girls and 13,299 boys found in the 55 public primary schools in Obio /Akpor Local Government Area of Rivers State shall constitute the population of the study. 724 public primary school teachers representing approximately 10% of the population will constitute the sample size of the study using Simple random technique. The result was analyzed using Pearson Product Moment Correlation. The government should ensure that training workshops and seminars are organized for teachers to train them on instructional materials production to motivate teachers to put in their best in the teaching profession. The teachers should ensure that instructional materials are used regularly in instruction in the classroom to enhance pupils' academic performance.

Keywords: Instructional Materials, Teaching Effectiveness, Picture Charts, Diagrams

INTRODUCTION

Primary education is the foundation of formal education. Since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole system. This being the case, the goals of primary education are to: inculcate permanent literacy and numeracy, and ability to communicate effectively; lay a sound basis for scientific and reflective thinking; give citizenship education as a basis for effective participation in and contribution to the life of the society; mold the -character and develop sound attitude and morals in the child; develop in the child the ability to adapt to the child's changing environment; give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity; provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality. This education is passed on to the child by the teacher who is regarded as the country builder. No nation can rise above its teachers (Okafor, 2012).

Teachers are the special human resources that are specifically trained and specialized in impacting knowledge to pupil or pupils (Adebiyi & Adelabu, 2012). To disseminate the information effectively to the pupils, teachers need to interact with the immediate environment, this interaction is made practicable with the use of instructional materials or teaching materials. Instructional materials are resources that help the teacher to practicalize the teaching-learning process. It therefore helps the pupils to understand properly what the teacher has taught. Furthermore, instructional materials are materials which assist teachers to make their lessons explicit to learners. They are also; used to transmit information, ideas and notes to learners (Ibeneme, 2000). Instructional materials include both visuals and audio-visuals such as pictures, flashcards, posters, charts, tape recorder, radio, video, television, computers among others. These materials serve as I supplement to the normal processes of instruction (Bajah, 1991).

CONCEPTUAL CLARIFICATION

Improvisation simply means the use of local resources in the immediate environment to build, construct, mode or make teaching-learning materials that can assist in the smooth dissemination and facilitating of learning (Adebiyi & Adelabu, 2010). Improvisation makes the teaching-learning process active, fascinating, interesting and enjoyable to the learners. It further motivates the learners to be active participants in authentic situations thereby reducing their self-consciousness, however, the ability to improvise teaching materials depends largely on the teachers' attitude and gender. Improvisation is producing alternatively relevant teaching/ learning material in place of the standard when not available and accessible. When a teacher lacks the wherewithal to deliver instructional lessons, at such level improvisation becomes very necessary (Eze, 1995). Henry (1993) argued that improvisations are task-driven opportunities designed to stimulate spontaneous peer interaction in the target language.

In the view of Gur-Ze've (2005) improvisation, when true to itself, transcends any limited context, border, dogma, guidelines, drives, habits and fears dwelling in the moment of the ecstasies of the here and now. He further stressed that improvisation is not rhetorical, rational and ethical in the traditional western concept of knowledge and inter-subjectivity. This view is collaborated with Weir-Flowers (2018), investigation of the attitude of male and female teachers towards improvisation and discovered that male teachers demonstrated more

positive attitude to improvisation than their female counterparts. It is against this backdrop; the present study was designed to investigate improvisation of instructional materials and teachers teaching effectiveness in English language in schools in Obio/Akpor Local Government Area of Rivers State.

STATEMENT OF THE PROBLEM

English language is a core subject in Nigeria. This reality comes with a corresponding demand for English Language teachers to resort to improvisation because English Language has rules and conventions. The sounds (arbitrary vocal symbols) are strange to most pupils and as such teachers should devise means of concretizing the strange and abstract sounds and words in the pupils' minds for permanent and transferable learning to take place. However, in most schools in Obio/Akpor Local Government Area of Rivers State, it could be seen that most teachers do not improvise. They usually see improvisation as task oriented which is time consuming. Moreover, heads of schools do not support teachers in terms of finance. This usually makes improvisation difficult in many schools. Personal experiences in some English language classrooms have shown that male English teachers are more disposed to carrying out improvisation and utilize improvised materials than female teachers. Furthermore, there are lots of challenges to improvisation in the state ranging from lack of fund. Against this backdrop, the present study was designed to investigate improvisation of instructional materials and teachers teaching effectiveness in English language in schools in Obio/Akpor Local Government Area of Rivers State.

PURPOSE OF THE STUDY

The main purpose of the study is to ascertain the relationship between improvisation of instructional materials and teachers teaching effectiveness in English Language in schools in Obio/Akpor Local Government Area of Rivers State. Specifically, the study seeks to:

- i. Examine the relationship between the use of picture chart and teachers teaching effectiveness in English Language in Obio/Akpor Local Government Area of Rivers State.
- ii. Ascertain the relationship between the use of diagrams and teachers teaching effectiveness in English Language in Obio/Akpor Local Government Area of Rivers State.

RESEARCH QUESTIONS

The following research questions were formulated to guide the study:

- i. What is the relationship between the use of picture chart and teachers teaching effectiveness in English Language in Obio/Akpor Local Government Area of Rivers State?
- ii. What is the relationship between the use of diagrams and teachers teaching effectiveness in English Language in Obio/Akpor Local Government Area of Rivers State?

HYPOTHESES

The following null hypotheses were formulated to guide the study:

Ho₁: There is no significant relationship between the use of picture charts and teachers teaching effectiveness in English Language in Obio/Akpor Local Government Area of Rivers State.

Ho₂: There is no significant relationship between the use of diagrams and teaching effectiveness in English Language in Obio/Akpor Local Government Area of Rivers State.

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METHODOLOGY

The study adopted the correlational research design. This design becomes necessary as the study seeks to examine the relationship between Improvisation of instructional materials and teaching effectiveness in English Language in Public Primary Schools in Obio/Akpor Local Government Area of Rivers State. The study will be carried out Obio/Akpor Local Government Area of Rivers State. Its headquarters is situated at Rumuodumaya. 724 teachers comprising of 52 males and 672 females with 28,469 primary school pupils comprising of 15,170 girls and 13,299 boys found in the 55 public primary schools in Obio /Akpor Local Government Area of Rivers State shall constitute the population of the study. 724 public primary school teachers representing approximately 10% of the population will constitute the sample size of the study using Simple random technique. The result was analyzed using Pearson Product Moment Correlation.

RESULTS AND DISCUSSION OF FINDINGS

Research Question One: What is the relationship between the use of picture chart and teachers teaching effectiveness in English language in Obio/Akpor Local Government Area of Rivers State?

Ho1: There is no significant relationship between the use of picture chart and teachers teaching effectiveness in English language in Obio/Akpor Local Government Area of Rivers State.

Table 1: Summary of PPMC Significant Relationship between Picture Chart and Teaching Effectiveness

Variables	EX XY	XX ² XY ²	XXY	r _{cal}	Df	f _{crit}	Decision
Picture chart	201	603	999	0.70	71	0.139	Reject Null Hypothesis
Teachers' Effectiveness	357	1797					

Significant @ .05 alpha level

The result from Table 1 shows the summary of the Pearson Product Moment Correlation (PPMC) of the relationship between the use of picture chart and teachers teaching effectiveness in English language. The result also shows that at 70 degrees of freedom and .05 alpha level, the critical r value from tables is 0.139. Since the r_{cal} is greater than the r_{crit}, the null hypothesis is rejected. Thus, there is a significant relationship between the use of picture chart and teachers teaching effectiveness in English language in Obio/Akpor Local Government Area of Rivers State.

Research Question Two: What is the relationship between the use of diagrams and teachers teaching effectiveness in English language in Obio/Akpor Local Government Area of Rivers State?

Null Hypothesis Two: There is no significant relationship between the use of diagrams and teachers teaching effectiveness in English language in Obio/Akpor Local Government Area of Rivers State.

Table 2: Summary of PPMC Significant Relationship between the Use of Diagrams and Teachers' Teaching Effectiveness

Variables	EX XY	XX ² XY ²	XXY	r _{cal}	Df	r _{crit}	Decision
Use of diagrams	176	454	841	0.37	71	0.139	Reject
Teachers' Effectiveness	346	1694					Null Hypothesis

Significant @ .05 alpha level

The result in table 2 show that at 70 degrees of freedom and .05 alpha level, the critical r value from tables is 0.139. Since the r_{cal} is greater than the r_{crit} , the null hypothesis is rejected. Thus, there is a significant relationship between the use of diagrams and teachers teaching effectiveness in English language in Obio/Akpor Local Government Area of Rivers State.

SUMMARY OF FINDINGS

The following were the findings of this study:

1. There is a significant relationship between the use of picture chart and teachers teaching effectiveness in English language in Obio/Akpor Local Government Area of Rivers State.
2. There is a significant relationship between the use of diagrams and teachers teaching effectiveness in English language in Obio/Akpor Local Government Area of Rivers State.

DISCUSSION OF FINDINGS

Relationship Between the Use of Picture Chart and Teachers Teaching Effectiveness in English Language

The result in table 1 shows that at 70 degrees of freedom and .05 alpha level, the critical r value from tables is 0.139. Since the r_{cal} is greater than the r_{crit} , the null hypothesis is rejected. Thus, there is a significant relationship between the use of picture chart and teachers teaching effectiveness in English language in Obio/Akpor Local Government Area of Rivers State. The findings of the study support the views of Amgbogu (2012) who asserts that poster making (a part of picture chart) enables the school to capitalize on the natural tendencies of pupils to accomplishment important social and desirable objectives that interest them. So, teachers can encourage pupils to be creative and resourceful through the making of posters for use in class.

Relationship Between Use of Diagrams and Teachers' Effectiveness in English Language

The finding in table 2 reveal that at 70 degrees of freedom and .05 alpha level, the critical r value from tables is 0.139. Since the r_{cal} is greater than the r_{crit} , the null hypothesis is rejected. Thus, there is a significant relationship between the use of diagrams and teachers teaching effectiveness in English language in Obio/Akpor Local Government Area of Rivers State. This finding is in agreement with the views of Mohanty (2001) who states that the use of diagrams in teaching/learning of English language make teaching and learning effective, also, the finding supports the views of Kunari (2006) who states that involving diagrams in teaching is one mode to enhance lesson plans and give pupils additional ways to process subject information.

Conclusion

Improvisation of instructional materials played significant roles in the performance of primary school teachers. The effective improvisation of instructional materials of primary school teachers ensures commitment and effectiveness in the teachers which will lead to improved academic performance of the pupils. The use of picture charts, use of diagrams, and flashcards enhance teachers' effectiveness.

Recommendations

Based on the findings of the study the following recommendations were made:

1. The government should ensure that training workshops and seminars are organized for teachers to train them on instructional materials production to motivate teachers to put in their best in the teaching profession.
2. The teachers should ensure that diagrams are used regularly in instruction in the classroom to enhance pupils' academic performance.
3. The school management should ensure that they provide materials to help the teachers in the production of picture charts to make their teaching effective.

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